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ABSTRACT

This paper represents the first phase of a pilot project designed to evaluate the effectiveness of training and utilizing licensed home day care providers as subsequent trainers of potential or inexperienced day care providers. The initial training of the licensed providers was conducted by professional personnel. Pretest and posttest data were obtained for 13 trainers and for 33 trainees. Self-administered self-report instruments were used to measure child care knowledge and skills, job satisfaction, child care attitudes, personality factors, and opinions concerning the training project. These instruments were administered to both the trainers and the trainees in the pilot project. Results provided some evidence for an increase in the child care skills of the trainers and an increase in the child care knowledge of the trainees. The training project also resulted in some limited changes in the area of child care satisfaction. The results of the attitude and personality scales indicated only limited change due to the training program. The trainees rated the training project as helpful while the responses from the trainers were more varied. The paper includes recommendations for changes in the training program as well as in the evaluation procedures. (BD)

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Evaluation Report of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Home Providers as Trainers of Potential Day Care Home Providers[1]

Phase I

submitted February 1977

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[1]Produced under contract from the Wichita Child Day Care Association, Wichita, Kansas.

Evaluation Report of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Homes Providers as Trainers of Potential Day Care Home Providers

Note: This is a report on the initial analysis of the data submitted by the trainers and trainees through the Wichita Child Day Care Association. Later refinements of the analysis are not expected to alter the general conclusions of this report.

Overall Project Design

The overall project design was to train licensed day care home providers so that the providers (hereafter called "trainers") could then successfully train the potential day care providers (hereafter called "trainees"). To assess the effectiveness of this strategy assessment instruments were located and developed to be used in an initial entry level assessment (pretest) and in an assessment of the results of the training (posttest). The instruments were designed to assess day care knowledge and skills, satisfaction with aspects of day care, child care attitudes and personality factors. All the instruments are self-report items which were self-administering. The project was also intended to increase the quantity of care available to Federally supported programs. The amount of care is indicated by the relative number of certified child care facilities.

The use of paraprofessionals as trainers of potential paraprofessionals has strong support in the research of Ira J. Gordon who has conducted studies of the use of non-professionals as trainers of parents in low socioeconomic neighborhoods of Florida. Paraprofessionals can often relate and communicate with low SES individuals more effectively than college level professionals. The use of paraprofessionals also has the advantage of a more economical training proposal than the use of more expensive professionals who may have much more limited time available and who are not as likely to be located in the neighborhood of the trainees.

Instruments

To assess the knowledge and skills of the trainers and trainees an instrument was developed which is based upon the Group and Family Child Care Inventory (Poresky 1976). The Group and Family Child Care Inventory was developed from the Home Observation for Measurement of the Environment developed by Bettye Caldwell as a measure of the child's home environment. The value of this instrument in predicting later cognitive development is documented in the study published by Bradley and Caldwell (1976) and in the earlier study by Elardo, Bradley, and Caldwell (1975). The instrument used in this pilot project to evaluate child care knowledge is called the Ideal Day Care Program Profile. The Profile has two parts. The first part asks How Many? of thirty-two items should be found in an ideal day care program on a a five point scale. The second part asks How Often? each of the sixty activities should occur in an ideal day care program. (Attachment 1)

The same parts and items are utilized in a measure of the skills and behavior of the day care trainers and trainees. This instrument called the Day Care Self-Assessment Instrument asks the respondent how many things there are in her day care home and how often she things happen in her day care home. There is a scattering of both items and activities which should and should not be present or happening in the instrument to avoid problems of response bias and acquienence. (Attachment 2)

To measure the trainers and trainees satisfaction with various aspects of child care a one-page instrument was developed which asks the respondent to rate their satisfaction on a four-point scale from very dissatisfied to very satisfied. There are ten aspects of day care including the home, the children's parents, the training received, the Department of Social and Rehabilitation Services and the Department of Health and Environment. (Attachment 3)

Child Care attitudes were assessed through the Parent Attitude Research Scale (PARS) developed by Cromwell (1968). The Parent Attitude Research Scale was found by Henderson (1975) to be concurrently correlated with 24 month old infant mental

development scores. The PARS is an offshoot of the Parent Attitude Research Instrument which has an extensive literature. The PARS yeilds a total score and twenty-five subscale scores. (Attachment 4)

Personality factors were assessed through the use of the Tennessee Self-Concept Scale (TSCS) developed by Fitts and published by Counselor Recordings and Tests of Nashville, Tennessee. The following scales from the TSCS were calculated and are reported herein: Total Positive, Self-criticism, Physical-Self, Moral-Self, Personal-Self, Family-Self, Social-Self, Identity, Self-Satisfaction, and Behavior. These scales represent various aspects of the person's self-reported subjective self-concept. (Attachment 5)

Additional materials were developed by the Pilot Project to elicit further information from the trainers and trainees. These materials can be obtained from the Pilot Project. They are primarily subjective in nature and reflect the opinions of the participants about aspects of the training program. (Trainee form attached as Attachment 6)

Data Collection and Sample

The project coordinator of the Wichita Child Day Care Association distributed the evaluation instruments to the trainers and trainees involved in the project. The coordinator also arranged for these to be either mailed directly to the University for analysis or returned those which were turned in to the pilot project. Pretest and posttest data was obtained from thirteen trainers, and thirty-three trainees for analysis. The data was coded and punched for analysis by the evaluation project.

Results

Certification data was supplied by the trainers to the Pilot Project and forwarded to the author for analysis. The initial enrollment on the project consisted of fifteen Certified trainers and sixty-six uncertified trainees. Eighteen percent (18%) of the initial participants were Certified. The final results as indicated by the trainer reports show a seventy-five percent (75%) Certification rate for the

thirteen trainers and forty-four trainees. Thirty of the trainees are listed as being Certified in addition to the thirteen trainers for a total of forty-three Certified day care providers by the end of the program.

Child Care Skills: The average scores for the pretest and posttest data from the Day Care Self-Assessment Instrument are given in Table 1. Although on Part A there is no statistically significant gain for either the trainers nor the trainees, there is a statistically significant difference favoring the trainers by the end of the first phase of the training project.

On Part B there is a statistically significant gain for the trainers between the pretest and posttest. On the posttest the trainers are reporting a statistically higher level of functioning than are the trainees. The Total Score on child care skills indicates a nearly statistically significant gain for the trainers which is associated with their participation in the program and a significantly higher score than the trainees at the end of the first phase even though there were initially no significant differences on the Day Care Self-Assessment Instrument.

Child Care Knowledge: Child Care Knowledge was assessed with the Ideal Day Care Program Profile and the averages scores for the pretest and posttest data for the trainers and trainees is given in Table 1. No changes are noted on Part A. On Part B the trainers had an initially higher score (statistically significant), but the trainees appeared to gain (not significantly though) resulting in a lack of difference on the posttest data. The Total Scores also show the initially significant lead of the trainers and an apparent but not statistically significant gain for the trainees which results in no significant difference in the posttest data between the trainers and trainees.

Insert Table 1 about here

Satisfaction: The trainers and trainees were asked to rate their satisfaction with ten aspects of operating a child care home. There were no pretest-posttest changes which attained statistical significance in a group t-test. Some non-significant changes in satisfaction ratings included: an increase for their child care home (trainers), an increase for training (trainers), a decrease with SRS (trainers and trainees), and a decrease in health department (trainees). The trainers rated their home more satisfactory than did the trainers (pretest), the health department was rated higher by the trainees (pretest-posttest) and the trainees also rated training

to be more satisfactory (pretest only). Income was rated much less satisfactory than all other aspects of a child care home measured in this project.

Insert Table 2 about here

Attitudes: Attitudes were assessed with the Parent Attitude Research Scale on twenty-five subscales and the total score. A high score is considered to be developmentally advantageous to young children. No pretest-posttest comparison was statistically significant with a group t-test analysis. Some scales which indicated non-significant changes ($p. < .20$) were: gain on Seclusion of the Mothers indicating more contacts (trainers); gain on Irritability score indicating decrease in irritability (trainees); gain on Suppression of Sex indicating less suppression (trainees).

On some scales there were statistically significant trainee-trainer differences. These were Seclusion of Mother (trainers scored higher than trainees, posttest); Breaking the Will indicating more acceptance of children (trainers scored higher than trainees, posttest); Marital Conflict indicating a reduction in conflict (trainers scored higher than trainees, posttest); Excluding Outside Influences indicating greater acceptance of others input (trainers scored higher than trainees, pretest and posttest). Authoritarianism indicating a more democratic approach (trainers scored higher than trainees, pretest); Avoidance of Communication indicating greater acceptance of discussion (trainers scored higher than trainees, posttest); Suppression of Sex indicating less suppression of the topic (trainers scored higher than trainees, pretest and posttest). Ascendance of the Mother indicating a more democratic approach (trainers scored higher than trainees, pretest); Acceleration of Development indicating a more developmental approach (trainers scored higher than trainees, pretest); Family Goals indicating the value of general

objectives (trainers scored higher than trainees, pretest);and Total Score indicating a generally more developmental family-centered attitudes (trainers scored higher than trainees, pretest and posttest).

Insert Table 3 about here

Personality Factors: Ten scales of the Tennessee Self-Concept Scale were analyzed. No statistically significant pretest-posttest comparisons were significant utilizing a group t-test. Non-significant changes which were recorded were: Physical Self, decrease for trainers; Moral Self, decrease for trainers; Personal Self, decrease for trainers; Family Self, decrease for trainers and trainees; Social Self, increase for trainers; Identity, decrease for trainers. The only statistically significant difference between trainers and trainees was the posttest Personal Self rating with the trainers scoring low.

Insert Table 4 about here

Thirty-five trainee evaluations of the project were submitted to the evaluation component by the Pilot Project. Fifty-seven percent reported the project to be "very helpful" with thirty-one percent reporting it to be "helpful". The materials were rated as "very helpful" and "helpful" by eighty-nine percent of the respondents. The trainees were asked to underline the subjects which they learned about during the project. The results were:

First Aid 54%	Activities for Children 77%
Meal Planning 74%	Discipline Techniques 60%
Record Keeping 63%	How to work with Parents 57%
Legal Responsibilities 46%	Outdoor Play 43%
Health & Safety of Children 63%	Other 6%
Equipment and Supplies 49%	

The trainees percentage of who indicated that they received the following hours of help were:

None	6%	Ten hours	20%	Thirty hours	3%
Two hours	6%	Fifteen hours	17%	Non response	20%
Five hours	9%	Twenty-five hours	20%		

Nine trainers rated the amount of time devoted to some aspects of the training project. Their reports are summarized below:

	Too Long	Too Short	Just Right
Total Project of 6 months	33%	11%	56%
Workshops	11%	11%	89%
Work with trainees	22%	33%	44%
Communication with coordinator	0%	33%	67%

The nine responding trainers also rated the amount of money expended on the following items as given below:

	Too Much	Too Little	Just Right
Salary of $60 per month	0%	33%	56%
Substitute care payments of $10	0%	33%	67%
Travel refunds of .13¢ per mile	0%	22%	78%

The trainers were asked about which of eleven topics they covered in working with the trainees. Three (33%) indicated that they covered all eleven, four (44%) indicated that they covered nine topics, and two (22%) indicated that they covered eight of the eleven topics. In response to the questions of their interest in working with this type of project again three (33%) said they would, three (33%) were undecided and three (33%) said no. A variety of reasons generally indicating personal difficulties were given for the undecided and negative responses. Each trainer was asked to indicate the amount of time spent with each trainee. Some reported 2-5 hours per week per trainee while others reported 8-44 hours total time per trainee.

Discussion and Interpretation

These results represent the effects of a training program which was developed with very little lead time under pressure to get people involved in the training program rapidly. There is limited evidence of a gain in child care skills for the trainer sample which recieved direct training from professional staff, but no evidence of the transmission of skills or self-reported behaviors to the trainees. The gains for the trainers led to significant differences between the trainers and trainees in the posttest data which did not exist in the pretest data. The opposite picture is seen in the child care knowledge data with a non-significant gain in knowledge reducing initially significant differences in the pretest data to non-significant differences in the posttest data. Apparently the trainers gained in the application of knowledge (skills) while the trainees may have gained in knowledge.

The trainees generally indicated a higher level of satisfaction than the trainers with child care concerns. Satisfaction ratings appeared to increase for trainers ratings of their homes and training and to decrease for the Department of Social and Rehabilitation Services. The trainees appeared to decrease in their ratings of their satisfaction with the Department of Health and Environment. Income was the least satisfactory aspect of child care. These results indicate some gradual chnages in satisfaction occurred and that the training had some limited effect. The direction of satisfaction changes toward state agencies with whom these people must work causes some concern.

The results of the attitude scales indicated only limited change due to the training program. The trainee-trainer comparisons indicated some initial and final differences between the groups. Generally one group or the other showed a non-significant numerical increase on a subscale score but the total scores were higher for the trainers than the trainees in both the pretest and posttest. These results are consistent with the concept that behavioral change and knowlege gains occur more

quickly than changes in attitudes or beliefs.

Personality factors are generally even more stable and resistant to change than attitudes. Minor non-significant decreases in aspects of the Tennessee Self-Concept Scale were found which appear to suggest that the training resulted in a slightly lower and more realistic self-concept. After training the trainers scored significantly lower than the trainees on Family Self which may indicate a greater acceptance of themselves if we assume that their initial ratings were high.

The results indicate sensitivity of the assessment instruments to changes and differences in the sample of day care providers and potential providers. The evaluation suggests a process of behavioral change occuring in the trainers and knowledge change in the trainees. Changes in attitudes and personality appear to be taking more time.

The trainees clearly felt the project to be helpful in terms of the training and the materials they received. Their reports of the content areas indicates a broad range of training was provided for them by the trainers. The amount of help they received ranged from none to thirty hours.

The trainers generally felt that the project time frame was a bit long but that the workshops were "just right". Their communication with the coordinator was a bit less than they would have like and their work with the trainees was quite variable in its subjective and objective ratings. None felt they were paid too much and a third felt they received "too little". As with the trainees, the trainers reported that they covered a wide range of areas in the help they provided. Only one-third said they would definitely like to participate in such a project again, but another third said they might depending upon the situation. The variety of reasons for the low response indicates a need to more clearly explain the nature of the project and their responsibilities and to accurately assess the situational ability of the potential trainees to carry out the project assignments.

Recommendations

The results indicate potential benefits from the training model which is being tested in this pilot program. The initial differences do show that the trainers were more competent in child care than the trainees. The contact with those who provided training for the trainers appears to have increased the skills of the trainers, but the trainers have only produced a change in knowledge, but not skills in the trainees. It may be that the trainer-trainee contact has not been long enough for behavioral self-report differences to emerge. This may be due to the varied amount of training provided. Thus the first recommendation is for a more structured trainer-trainee program in which the trainer is not only asked to make more contact, but also paid in terms of the amount direct contact she makes with the trainee.

The results also indicate that a wide range of topics were presented to both the trainers and trainees which may have resulted in a diffusion of the effects and a general lack of specific observable gains. The second recommendation is to establish more clearly defined objectives for the accomplishments of the trainees.

Some trainers reported uncertainty in their roles with respect to the trainers. The third recommendation is for more training in "training skills" for the trainers.

The generally positive subjective ratings clearly indicate acceptance of the increased contact the trainers had with professionals in the child care field as represented by the project staff. This positive relationship should be maintained. The fourth recommendation is for a stronger support system for the trainers to be provided by the project.

The pilot project clearly increased the percentage and number of Certified day care homes within the participants of the project. Since this is a major emphasis of the funding source it should certainly be continued and taken as a first step for the trainers. Each trainer should be initially responsible for the attainment of Certification for her trainees and then go on to further training to improve the quality of the trainee day care homes for the children who attend them.

With respect to the evaluation instruments there is room for improvement and it is recommended that they be revised prior to the next phase of the project. A more tightly focused set of objectives should be accompanied by a more behavioral set of evaluation instruments and the use of personality scale may be discontinued. The self-assessment instruments should be backed up with a representative sample of observations in the programs of both trainers and trainees. Observation of trainer-trainee interaction may also be of value in a program which stresses not only knowledge gains but also training skills.

In summary, the pilot project has indicated the potential for being an efficient method for increasing and upgrading the amount of child care available and it should be continued. A more focused and behavioral set of objectives would promote greater gains and the evaluation process should be adapted accordingly.

TABLE ONE

Day Care Self-assessment Instrument	Pretest	Posttest	Significance Level Of Pre-post Comparison[1]/
Part A	TR 16.92	20.00	-
	TE 14.03	13.97	-
		*	
Part B	TR 47.38	51.00	.02
	TE 43.30	43.36	-
		*	
Total	TR 64.31	71.00	.06
	TE 57.33	57.33	-
		**	
Ideal Day Care Program Profile			
Part A	TR 21.15	21.92	-
	TE 16.06	16.97	-
Part B	TR 51.77	48.23	-
	TE 43.03	48.30	.12
	**		
Total	TR 72.93	70.15	-
	TE 59.09	65.27	-
	**		

*Trainer-Trainee Difference Statistically Significant, $p<.05$.
**Trainer-Trainee Difference Statistically Significant, $p<.01$.
1/ Based on Group Comparison, indicates $p>.20$

TABLE TWO
Satisfaction Scales

Satisfaction	Pretest	Posttest	Significance Level Of Pretest-Posttest Comparison/
1. Child Care Home	TR 3.08	3.38	.07
	TE 3.58 **	3.61	-
2. Children	TR 3.69	3.69	-
	TE 3.61	3.70	-
3. Child's Parents	TR 3.23	3.46	-
	TE 3.44	3.55	-
4. Training	TR 3.23	3.67	.09
	TE 3.66 *	3.58	.18
5. Program	TR 3.38	3.46	-
	TE 3.54	3.61	-
6. Income	TR 2.62	2.92	-
	TE 2.81	2.97	-
7. SRS Department	TR 3.38	2.77	.09
	TE 3.62	3.31	.07
8. Health Department	TR 3.08	2.85	-
	TE 3.77 **	3.48 *	.02
9. Care	TR 3.62	3.69	-
	TE 3.76	3.82	-
10. Provider	TR 3.85	3.60	-
	TE 3.83	3.85	-

*Statistically significant difference, $p < .05$
**Statistically significant difference, $p < .01$
/ From Table One, Paired Analysis

TABLE THREE

Parent Attitude Research Scale

	Pretest	Posttest	Significance Level of Pretest-Posttest Comparison 1/
Encouraging Verbalization	TR 18.92	19.00	-
	TE 18.39	18.33	-
Fostering Dependency	TR 15.31	14.76	-
	TE 13.70	14.94	-
Seclusion of the Mother	TR 12.00	14.69	.051
	TE 10.48	11.48**	-
Breaking the Will	TR 16.15	17.23	-
	TE 14.21	14.48*	-
Fatalism	TR 16.62	17.85	.170
	TE 15.64	16.15	-
Restriction of New Experiences	TR 15.62	15.92	-
	TE 13.82	14.67	-
Marital Conflict	TR 14.15	14.92	-
	TE 13.61	13.42*	-
Strictness	TR 10.54	11.23	-
	TE 10.88	10.76	-
Irritability	TR 15.00	15.23	-
	TE 13.03**	13.91	.070
Excluding Outside Influences	TR 15.54	14.77	-
	TE 12.12**	12.39*	-
Authoritatianism	TR 13.54	13.23	-
	TE 11.64*	12.30	-
Suppression of Aggression	TR 13.85	12.69	-
	TE 11.67	12.00	-
Alienation for Authority Figures	TR 17.00	17.15	-
	TE 15.03	15.36	-
Equalitarianism	TR 14.92	15.15	-
	TE 15.67	15.48	-
Approval of Activity	TR 10.15	10.77	-
	TE 8.88	9.27	-

Table Three Continued.

	Pretest	Posttest	Significance Level of Pretest-Posttest Comparison 1/
Avoidance of Communication	TR 16.31	17.15	-
	TE 14.33	14.30*	-
Inconsiderateness of the Husband	TR 12.69	14.15	-
	TE 12.73	12.76	-
Suppression of Sex	TR 17.54	17.92	-
	TE 14.88**	16.00*	.170
Ascendance of the Mother	TR 15.92	16.15	-
	TE 13.58*	14.21	-
Concrete vs. Abstract Thinking	TR 15.08	15.23	-
	TE 13.27	13.33	-
Comradship and Sharing	TR 18.46	18.38	-
	TE 18.30	18.36	-
Acceleration of Development	TR 14.00	14.08	-
	TE 11.85*	12.09	-
Family Goals	TR 16.92	16.00	-
	TE 14.48*	15.00	-
Judgement of Others	TR 15.69	16.54	-
	TE 14.88	15.30	-
Intrinsic vs. Extrinsic Values	TR 15.15	15.62	-
	TE 15.52	15.67	-
Total Score	TR 377.08	385.85	-
	TE 342.58*	352.00*	

* Statistically significant difference, $p < .05$
** Statistically significant difference, $p < .01$
1/ From Table One

TABLE FOUR

Tennessee Self-Concept Scale

	Pretest	Posttest	Significance Level of Pretest-Positest Comparison. 1/
Physical Self	TR 71.15	63.85	.10
	TE 70.94	70.55	-
Moral Self	TR 76.77	69.15	.11
	TE 76.15	75.70	-
Personal Self	TR 68.15	61.46	.11
	TE 68.91	69.73*	-
Family Self	TR 74.85	66.00	.06
	TE 75.61	73.00	.10
Social Self	TR 69.54	65.54	-
	TE 69.36	71.58	.16
Self-Criticism	TR 33.31	32.46	-
	TE 30.03	31.30	-
Identity	TR 130.08	119.77	.16
	TE 130.06	137.61	-
Self-Satisfaction	TR 110.00	112.00	-
	TE 112.45	135.67	-
Behavior	TR 118.00	115.38	-
	TE 119.67	125.82	-
Total	TR 359.08	347.15	-
	TE 362.18	368.67	-

1/ From Table One, Paired Comparison

* Statistically significant difference, $p < .05$

Attachment 1

Poresky
23 May 1976

NAME_____

DATE_____

IDEAL DAY CARE PROGRAM PROFILE

TO ANSWER THESE ITEMS PLEASE IMAGINE YOU HAVE ALL THE RESOURCES AND MONEY YOU WOULD NEED TO CREATE AN "IDEAL" OR "BEST" DAY CARE PROGRAM. PLEASE CIRCLE THE RESPONSE FOR EACH ITEM IN THE *"HOW MANY?"* AND *"HOW OFTEN?"* PARTS TO DESCRIBE AN IDEAL PROGRAM. SUCH PROGRAM PROBABLY DOES NOT EXIST, WE WOULD LIKE TO KNOW WHAT YOU THINK IT WOULD LOOK LIKE IF IT DID EXIST.

PART I - *H O W M A N Y ?*

IN THIS PART WE WILL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NONE, THE THINGS ARE NOT PRESENT OR VISIBLE.

2 = FEW, THERE ARE ONLY ONE OR TWO PRESENT.

3 = SOME, THERE ARE ALMOST AS MANY AS NEEDED.

4 = ENOUGH, THERE ARE AS MANY OF THE THINGS AS NEEDED.

5 = TOO MUCH, MORE THAN NEEDED

ITEM:	*H O W M A N Y ?*				
	1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
1. UNPROTECTED ELECTRICAL OUTLETS.	1	2	3	4	5
2. TRICYCLES, BICYCLES, SCOOTERS.	1	2	3	4	5
3. WAGONS.	1	2	3	4	5
4. CHILD SIZE TABLES AND CHAIRS.	1	2	3	4	5
5. PIPES WHICH ARE TOO HOT TO TOUCH IN WINTER.	1	2	3	4	5
6. STUFFED ANIMALS, TEDDY BEARS.	1	2	3	4	5
7. NESTING BOXES, BEADS.	1	2	3	4	5
8. BLOCKS FOR BUILDING WITH.	1	2	3	4	5
9. ALPHABET BLOCKS, ALPHABET BOOKS.	1	2	3	4	5

PART II - *HOW OFTEN?*

IN THIS PART WE WIL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NEVER, THIS DOES NOT EVER HAPPEN.

2 = SELDOM, RARELY, MAYBE ONCE A MONTH.

3 = USUALLY, MOST OF THE TIME, AT LEAST TWICE A WEEK.

4 = ALWAYS, ALL OF THE TIME, EVERY DAY OR WHENEVER NEEDED.

ITEM:	*HOW OFTEN?*			
	1 (never)	2 (seldom)	3 (usually)	4 (always)
1. CHILDREN GO WITH YOU TO A PARK.	1	2	3	4
2. CHILDREN PLAY OUTSIDE.	1	2	3	4
3. CHILDREN WATCH EDUCATIONAL TV.	1	2	3	4
4. PEOPLE VISIT	1	2	3	4
5. YOU READ TO THE CHILDREN.	1	2	3	4
6. CHILD GETS LOST FOR A SHORT TIME.	1	2	3	4
7. YOU SPEAK WITH EACH CHILD'S PARENTS.	1	2	3	4
8. CHILD HAS A SPECIAL PLACE TO KEEP HIS THINGS.	1	2	3	4
9. YOU ASK THE CHILDREN QUESTIONS.	1	2	3	4
10. YOU SHOUT AT THE CHILDREN.	1	2	3	4
11. YOU PRAISE THE CHILDREN FOR WHAT THEY DO.	1	2	3	4
12. YOU SLAP OR SPANK A CHILD.	1	2	3	4
13. YOU HELP EACH CHILD LEARN NUMBERS.	1	2	3	4
14. YOU SING WITH THE CHILDREN.	1	2	3	4
15. YOU LISTEN TO A CHILD'S STORY.	1	2	3	4
16. YOU GET MAD AT THE CHILDREN.	1	2	3	4
17. YOU KISS, CUDDLE OR TOUCH A CHILD.	1	2	3	4
18. CHILDREN PLAY WITH FINGER PAINT OR MUD.	1	2	3	4
19. YOU PLAN THE DAY'S ACTIVITIES.	1	2	3	4

		HOW MANY?				
		1 (none)	2 (few)	3 (same)	4 (enough)	5 (too much)
10.	COLORING BOOKS AND CRAYONS.	1	2	3	4	5
11.	CHILDREN'S RECORDS AND RECORD PLAYERS.	1	2	3	4	5
12.	REAL OR TOY MUSICAL INSTRUMENTS.	1	2	3	4	5
13.	FINGER PAINTS, PLAY DOUGH.	1	2	3	4	5
14.	POINTED SCISSORS FOR CHILDREN'S USE.	1	2	3	4	5
15.	ANIMAL BOOKS, ANIMAL PUZZLES.	1	2	3	4	5
16.	NUMBER BOOKS.	1	2	3	4	5
17.	TINKER TOYS, LINCOLN LOGS, LEGO.	1	2	3	4	5
18.	CHILDREN's BOOKS ABOUT MANY THINGS.	1	2	3	4	5
19.	DARK CORNERS.	1	2	3	4	5
20.	TELEVISION.	1	2	3	4	5
21.	CHILDREN'S AND GROWN-UP MAGAZINES.	1	2	3	4	5
22.	MEDICINE WITHIN CHILDREN'S REACH.	1	2	3	4	5
23.	TRUCKS, TRAINS, DOLL CARRIAGES.	1	2	3	4	5
24.	JUMP ROPES, SWINGS, BALLS.	1	2	3	4	5
25.	BATHROOM SINKS WHICH THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
26.	CLEANING COMPOUND WITHIN CHILDREN'S REACH.	1	2	3	4	5
27.	TOILETS THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
28.	WINDOWS THE CHILDREN CAN SEE OUT OF.	1	2	3	4	5
29.	INSECTICIDES WITHIN CHILDREN'S REACH.	1	2	3	4	5
30.	LAUNDRY PRODUCTS WITHIN CHILDREN' USE.	1	2	3	4	5
31.	UNPROTECTED STAIRWAYS.	1	2	3	4	5
32.	MEDICAL EMERGENCY FORMS.	1	2	3	4	5

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
20.	A MAN SPENDS TIME WITH THE CHILDREN.	1	2	3	4
21.	YOU SET UP EDUCATIONAL ACTIVITIES.	1	2	3	4
22.	CHILDREN DRESS THEMSELVES.	1	2	3	4
23.	PARENTS COME IN WITH THE CHILDREN.	1	2	3	4
24.	ASSISTANCE IS GIVEN BY SOCIAL AND REHABILITATION SERVICES.	1	2	3	4
25.	YOU ANSWER A CHILD'S QUESTION.	1	2	3	4
26.	YOU YELL AT A CHILD.	1	2	3	4
27.	YOU SPEND AT LEAST 15 MINUTES WITH EACH CHILD.	1	2	3	4
28.	YOU TELL A CHILD YOU ARE ANGRY.	1	2	3	4
29.	YOU TELL A CHILD YOU ARE HAPPY.	1	2	3	4
30.	YOU HELP A CHILD DO SOMETHING HARD.	1	2	3	4
31.	YOU ASK A CHILD IF SHE IS MAD.	1	2	3	4
32.	YOUR CHILD CARE LICENSE IS VISIBLE.	1	2	3	4
33.	YOU HELP CHILDREN WITH THEIR WORK.	1	2	3	4
34.	YOU TAKE THE CHILDREN SHOPPING.	1	2	3	4
35.	YOU TAKE THE CHILDREN TO THE LIBRARY.	1	2	3	4
36.	YOU KNOW WHERE ALL THE CHILDREN ARE.	1	2	3	4
37.	YOU STOP A CHILD FROM DOING SOMETHING.	1	2	3	4
38.	YOU HELP THE CHILDREN FINISH UP.	1	2	3	4
39.	YOU TELL A CHILD TO "SHUT UP".	1	2	3	4
40.	YOU TEACH CHILDREN TO MIND.	1	2	3	4
41.	YOU DISCIPLINE WITHOUT SPANKING.	1	2	3	4
42.	YOU SMOKE WHILE CHILDREN ARE PRESENT.	1	2	3	4
43.	YOU ASK THE CHILDREN TO HELP EACH OTHER.	1	2	3	4
44.	YOU READ A NEWSPAPER.	1	2	3	4
45.	YOU FEEL VERY TIRED AT THE END OF THE DAY.	1	2	3	4

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
46.	YOU PICK THE CHILDREN's RECORDS.	1	2	3	4
47.	YOU TEACH THE CHILDREN COLORS.	1	2	3	4
48.	YOU TEACH EACH CHILD HER NAME AND TELEPHONE NUMBER.	1	2	3	4
49.	THE CHILDREN ARE POLITE.	1	2	3	4
50.	THE CHILDREN CLEAN UP BY THEMSELVES.	1	2	3	4
51.	YOU SPANK A CHILD FOR SPILLING FOOD.	1	2	3	4
52.	YOU PUT UP CHILDREN'S ART WORK.	1	2	3	4
53.	YOU FEEL GOOD ABOUT THE CHILDREN.	1	2	3	4
54.	YOU LET THE CHILDREN HIT YOU.	1	2	3	4
55.	YOU CHECK EACH CHILD'S HEALTH WHEN SHE COMES IN.	1	2	3	4
56.	YOU EAT WITH THE CHILDREN.	1	2	3	4
57.	YOU PLAY WITH THE CHILDREN.	1	2	3	4
58.	THE CHILDREN YELL AT EACH OTHER.	1	2	3	4
59.	THE CHILDREN HIT EACH OTHER.	1	2	3	4
60.	THE CHILDREN HAVE ENOUGH TO EAT.	1	2	3	4

Attachment 2

Poresky
23 May 1976

NAME_____

DATE_____

DAY CARE SELF-ASSESSMENT INSTRUMENT

TO ANSWER THESE ITEMS PLEASE SIT BACK AND MAKE BELIEVE YOU ARE SOMEONE ELSE WHO IS LOOKING AT YOUR CHILD CARE HOME. THE FIRST PARENT OF THIS INSTRUMENT ASKS HOW MANY THINGS THERE ARE IN YOUR HOME AND THE SECOND PART ASKS HOW OFTEN THINGS HAPPEN. PLEASE TRY TO RESPOND TO THESE ITEMS AS YOU THINK A VISITOR MIGHT ANSWER THEM AFTER HAVING BEEN AROUND FOR A COUPLE OF DAYS.

PART I - *HOW MANY?*

IN THIS PART WE WILL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NONE, THE THINGS ARE NOT PRESENT OR VISIBLE.

2 = FEW, THERE ARE ONLY ONE OR TWO PRESENT.

3 = SOME, THERE ARE ALMOST AS MANY AS NEEDED.

4 = ENOUGH, THERE ARE AS MANY OF THE THINGS AS NEEDED.

5 = TOO MUCH, MORE THAN NEEDED

ITEM:	*HOW MANY?*				
	1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
1. UNPROTECTED ELECTRICAL OUTLETS.	1	2	3	4	5
2. TRICYCLES, BICYCLES, SCOOTERS.	1	2	3	4	5
3. WAGONS.	1	2	3	4	5
4. CHILD SIZE TABLES AND CHAIRS.	1	2	3	4	5
5. PIPES WHICH ARE TOO HOT TO TOUCH IN WINTER.	1	2	3	4	5
6. STUFFED ANIMALS, TEDDY BEARS.	1	2	3	4	5
7. NESTING BOXES, BEADS.	1	2	3	4	5
8. BLOCKS FOR BUILDING WITH.	1	2	3	4	5
9. ALPHABET BLOCKS, ALPHABET BOOKS.	1	2	3	4	5

HOW MANY?

		1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
10.	COLORING BOOKS AND CRAYONS.	1	2	3	4	5
11.	CHILDREN'S RECORDS AND RECORD PLAYERS.	1	2	3	4	5
12.	REAL OR TOY MUSICAL INSTRUMENTS.	1	2	3	4	5
13.	FINGER PAINTS, PLAY DOUGH.	1	2	3	4	5
14.	POINTED SCISSORS FOR CHILDREN'S USE.	1	2	3	4	5
15.	ANIMAL BOOKS, ANIMAL PUZZLES.	1	2	3	4	5
16.	NUMBER BOOKS.	1	2	3	4	5
17.	TINKER TOYS, LINCOLN LOGS, LEGO.	1	2	3	4	5
18.	CHILDREN's BOOKS ABOUT MANY THINGS.	1	2	3	4	5
19.	DARK CORNERS.	1	2	3	4	5
20.	TELEVISION.	1	2	3	4	5
21.	CHILDREN'S AND GROWN-UP MAGAZINES.	1	2	3	4	5
22.	MEDICINE WITHIN CHILDREN'S REACH.	1	2	3	4	5
23.	TRUCKS, TRAINS, DOLL CARRIAGES.	1	2	3	4	5
24.	JUMP ROPES, SWINGS, BALLS.	1	2	3	4	5
25.	BATHROOM SINKS WHICH THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
26.	CLEANING COMPOUND WITHIN CHILDREN'S REACH.	1	2	3	4	5
27.	TOILETS THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
28.	WINDOWS THE CHILDREN CAN SEE OUT OF.	1	2	3	4	5
29.	INSECTICIDES WITHIN CHILDREN'S REACH.	1	2	3	4	5
30.	LAUNDRY PRODUCTS WITHIN CHILDREN' USE.	1	2	3	4	5
31.	UNPROTECTED STAIRWAYS.	1	2	3	4	5
32.	MEDICAL EMERGENCY FORMS.	1	2	3	4	5

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
20.	A MAN SPENDS TIME WITH THE CHILDREN.	1	2	3	4
21.	YOU SET UP EDUCATIONAL ACTIVITIES.	1	2	3	4
22.	CHILDREN DRESS THEMSELVES.	1	2	3	4
23.	PARENTS COME IN WITH THE CHILDREN.	1	2	3	4
24.	ASSISTANCE IS GIVEN BY SOCIAL AND REHABILITATION SERVICES.	1	2	3	4
25.	YOU ANSWER A CHILD'S QUESTION.	1	2	3	4
26.	YOU YELL AT A CHILD.	1	2	3	4
27.	YOU SPEND AT LEAST 15 MINUTES WITH EACH CHILD.	1	2	3	4
28.	YOU TELL A CHILD YOU ARE ANGRY.	1	2	3	4
29.	YOU TELL A CHILD YOU ARE HAPPY.	1	2	3	4
30.	YOU HELP A CHILD DO SOMETHING HARD.	1	2	3	4
31.	YOU ASK A CHILD IF SHE IS MAD.	1	2	3	4
32.	YOUR CHILD CARE LICENSE IS VISIBLE.	1	2	3	4
33.	YOU HELP CHILDREN WITH THEIR WORK.	1	2	3	4
34.	YOU TAKE THE CHILDREN SHOPPING.	1	2	3	4
35.	YOU TAKE THE CHILDREN TO THE LIBRARY.	1	2	3	4
36.	YOU KNOW WHERE ALL THE CHILDREN ARE.	1	2	3	4
37.	YOU STOP A CHILD FROM DOING SOMETHING.	1	2	3	4
38.	YOU HELP THE CHILDREN FINISH UP.	1	2	3	4
39.	YOU TELL A CHILD TO "SHUT UP".	1	2	3	4
40.	YOU TEACH CHILDREN TO MIND.	1	2	3	4
41.	YOU DISCIPLINE WITHOUT SPANKING.	1	2	3	4
42.	YOU SMOKE WHILE CHILDREN ARE PRESENT.	1	2	3	4
43.	YOU ASK THE CHILDREN TO HELP EACH OTHER.	1	2	3	4
44.	YOU READ A NEWSPAPER.	1	2	3	4
45.	YOU FEEL VERY TIRED AT THE END OF THE DAY.	1	2	3	4

PART II - HOW OFTEN?

IN THIS PART WE WIL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NEVER, THIS DOES NOT EVER HAPPEN.

2 = SELDOM, RARELY, MAYBE ONCE A MONTH.

3 = USUALLY, MOST OF THE TIME, AT LEAST TWICE A WEEK.

4 = ALWAYS, ALL OF THE TIME, EVERY DAY OR WHENEVER NEEDED.

ITEM:	HOW OFTEN?			
	1 (never)	2 (seldom)	3 (usually)	4 (always)
1. CHILDREN GO WITH YOU TO A PARK.	1	2	3	4
2. CHILDREN PLAY OUTSIDE.	1	2	3	4
3. CHILDREN WATCH EDUCATIONAL TV.	1	2	3	4
4. PEOPLE VISIT	1	2	3	4
5. YOU READ TO THE CHILDREN.	1	2	3	4
6. CHILD GETS LOST FOR A SHORT TIME.	1	2	3	4
7. YOU SPEAK WITH EACH CHILD'S PARENTS.	1	2	3	4
8. CHILD HAS A SPECIAL PLACE TO KEEP HIS THINGS.	1	2	3	4
9. YOU ASK THE CHILDREN QUESTIONS.	1	2	3	4
10. YOU SHOUT AT THE CHILDREN.	1	2	3	4
11. YOU PRAISE THE CHILDREN FOR WHAT THEY DO.	1	2	3	4
12. YOU SLAP OR SPANK A CHILD.	1	2	3	4
13. YOU HELP EACH CHILD LEARN NUMBERS.	1	2	3	4
14. YOU SING WITH THE CHILDREN.	1	2	3	4
15. YOU LISTEN TO A CHILD'S STORY.	1	2	3	4
16. YOU GET MAD AT THE CHILDREN.	1	2	3	4
17. YOU KISS, CUDDLE OR TOUCH A CHILD.	1	2	3	4
18. CHILDREN PLAY WITH FINGER PAINT OR MUD.	1	2	3	4
19. YOU PLAN THE DAY'S ACTIVITIES.	1	2	3	4

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
46.	YOU PICK THE CHILDREN's RECORDS.	1	2	3	4
47.	YOU TEACH THE CHILDREN COLORS.	1	2	3	4
48.	YOU TEACH EACH CHILD HER NAME AND TELEPHONE NUMBER.	1	2	3	4
49.	THE CHILDREN ARE POLITE.	1	2	3	4
50.	THE CHILDREN CLEAN UP BY THEMSELVES.	1	2	3	4
51.	YOU SPANK A CHILD FOR SPILLING FOOD.	1	2	3	4
52.	YOU PUT UP CHILDREN'S ART WORK.	1	2	3	4
53.	YOU FEEL GOOD ABOUT THE CHILDREN.	1	2	3	4
54.	YOU LET THE CHILDREN HIT YOU.	1	2	3	4
55.	YOU CHECK EACH CHILD'S HEALTH WHEN SHE COMES IN.	1	2	3	4
56.	YOU EAT WITH THE CHILDREN.	1	2	3	4
57.	YOU PLAY WITH THE CHILDREN.	1	2	3	4
58.	THE CHILDREN YELL AT EACH OTHER.	1	2	3	4
59.	THE CHILDREN HIT EACH OTHER.	1	2	3	4
60.	THE CHILDREN HAVE ENOUGH TO EAT.	1	2	3	4

Attachment 3

Poresky
23 May 1976

Name_____

Date_____

SATISFACTION INSTRUMENT

For each of the questions please indicate how satisfied you are with each item.

HOW SATISFIED ARE YOU WITH.....	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
1. YOUR CHILD CARE HOME?	1	2	3	4
2. THE CHILDREN YOU CARE FOR?	1	2	3	4
3. YOUR CHILDREN'S PARENTS?	1	2	3	4
4. YOUR CHILD CARE TRAINING?	1	2	3	4
5. YOUR DAILY SCHEDULE/PROGRAM?	1	2	3	4
6. YOUR CHILD CARE INCOME?	1	2	3	4
7. THE HELP YOU GET FROM SOCIAL AND REHABILITATION SERVICES.	1	2	3	4
8. THE HELP YOU GET FROM THE HEALTH DEPARTMENT.	1	2	3	4
9. THE CARE YOU PROVIDE?	1	2	3	4
10. BEING A CHILD CARE PROVIDER?	1	2	3	4

Attachment 4

Poresky
2 June 1976

ATTITUDE INSTRUMENT

AS PART OF THE EVALUATION COMPONENT OF THIS TRAINING PROJECT WE WOULD LIKE TO KNOW WHAT YOU AS A DAY CARE PROVIDER REALLY THINK. IT WILL TAKE ABOUT #) MINUTES TO COMPLETE THIS FORM. FORGET ABOUT WHAT OTHERS MAY THINK, WE WANT YOUR IDEAS. THIS FORM IS MADE UP OF IDEAS OTHER PEOPLE HAVE GIVEN US. YOU ANSWER EACH QUESTION BY CIRCLING ONE OF THE FOUR LETTERS BY EACH STATEMENT. CIRCLE THE LARGE "A" IF YOU STRONGLY AGREE, THE SMALL "a" IF YOU MILDLY AGREE, THE SMALL "d" IF YOU MILDLY DISAGREE, THE LARGE "D" IF YOU STRONGLY DISAGREE. PLEASE WORK AS FAST AS YOU CAN. CIRCLE YOUR FIRST REACTION.

THANK YOU FOR YOUR HELP.

EXAMPLE:

	STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE
CHILDREN SHOULD EAT ALL THE FOOD IN THEIR PLATE.	A	a	d	D

IF YOU STRONGLY AGREED WITH THIS STATEMENT YOU WOULD CIRCLE THE LARGE "A".

THERE ARE NO RIGHT OR WRONG ANSWERS. PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF MANY OF THEM SEEM TO BE ALIKE.

NAME_____

DATE_____

*** ALL EVALUATION MATERIAL IS CONFIDENTIAL ***

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. KIDS SHOULD BE ABLE TO TALK WITH PARENTS IF THEY THINK THEIR OWN IDEAS ARE BETTER.	A	a	d	D
2. A MOTHER SHOULD PROTECT HER KIDS FROM LIFE'S PROBLEMS.	A	a	d	D
3. A HOME IS THE MOST IMPORTANT THING TO A GOOD MOTHER.	A	a	d	D.
4. SOME KIDS ARE SO BAD THAT THEY MUST BE TAUGHT TO FEAR ADULTS.	A	a	d	D
5. NO MATTER WHAT WE DO, LIFE SEEMS TO GET THE BEST OF US, AND WE CAN'T CONTROL THAT.	A	a	d	D
6. IN RAISING CHILDREN IT'S BEST TO KEEP THEM CLOSE TO HOME.	A	a	d	D
7. PEOPLE ARE WRONG THAT THINK YOU CAN GET ALONG IN MARRIAGE WITHOUT FIGHTS.	A	a	d	D
8. A CHILD WILL THANK YOU LATER ON FOR STRICT TRAINING.	A	a	d	D
9. KIDS WILL GET ON ANY WOMAN'S NERVES IF SHE IS WITH THEM ALL DAY.	A	a	d	D
10. IT'S BEST IF A CHILD NEVER STARTS WONDERING IF HIS MOTHER'S VIEWS ARE RIGHT.	A	a	d	D
11. BEHAVING AND RESPECT FOR AUTHORITY ARE THE MOST IMPORTANT THINGS LADS SHOULD LEARN.	A	a	d	D
12. A CHILD SHOULD BE TAUGHT TO AVOID FIGHTING NO MATTER WHAT HAPPENS.	A	a	d	D
13. IT IS BEST TO KEEP YOUR KIDS AWAY FROM POLICEMEN.	A	a	d	D
14. PARENTS SHOULD GIVE IN TO THE KIDS SOME RATHER THAN EXPECTING THE KIDS TO ALWAYS OBEY THE PARENTS.	A	a	d	D
15. THERE IS NO EXCUSE FOR A CHILD SITTING AROUND DOING NOTHING BECAUSE THERE ARE SO MANY THINGS HE NEEDS TO LEARN ABOUT LIFE.	A	a	d	D
16. IF YOU LET KIDS TALK ABOUT THEIR TROUBLES THEY END UP COMPLAINING EVEN MORE.	A	a	d	D
17. MOTHERS COULD DO A BETTER JOB WITH THE KIDS IF FATHER WERE KINDER.	A	a	d	D

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
18.	THE HUSBAND USES SEX TO TAKE ADVANTAGE OF THE MOTHER.	A	a	d	D
19.	THE MOTHER SHOULD GO AHEAD AND MAKE THE RULES FOR THE HOME SO THE KIDS AND HUSBAND AVOID UNNECESSARY TROUBLES.	A	a	d	D
20.	NEW IDEAS ARE O.K., BUT PARENTS SHOULD SEE THINGS WORK BEFORE THEY GET EXCITED.	A	a	d	D
21.	KIDS WOULD BE BETTER IF PARENTS WOULD SHOW AN INTEREST IN THEIR AFFAIRS.	A	a	d	D
22.	MOST KIDS SHOULD BE TOILET TRAINED BY 15 MONTHS OF AGE.	A	a	d	D
23.	EVERY FAMILY SHOULD HAVE GOALS IN MIND THAT THEY WANT TO REACH IN 10 YEARS.	A	a	d	D
24.	I LIKE PEOPLE FOR THEIR SPECIAL QUALITIES RATHER THAN "WHO" THEY ARE IN THE COMMUNITY.	A	a	d	D
25.	PEOPLE USUALLY DO THINGS THAT WILL HELP THEM GET AHEAD RATHER THAN WORRY ABOUT OTHERS.	A	a	d	D
26.	WHEN KIDS THINK FAMILY RULES ARE WRONG THEY SHOULD FEEL FREE TO TELL PARENTS ABOUT IT.	A	a	d	D
27.	A MOTHER SHOULD DO HER BEST TO AVOID DISAPPOINTMENTS FOR HER CHILD.	A	a	d	D
28.	WOMEN WHO WANT LOTS OF THINGS SELDOM MAKE GOOD MOTHERS.	A	a	d	D
29.	IT IS OFTEN NECESSARY TO BEAT THE MISCHIEF OUT OF A KID.	A	a	d	D
30.	THERE IS NOT MUCH SENSE IN WORKING HARD BECAUSE WE CAN'T GET AHEAD IN LIFE.	A	a	d	D
31.	KIDS CAN LEARN MORE FROM THEIR MOTHERS THAN THEY CAN FROM OTHER PEOPLE.	A	a	d	D
32.	SOMETIMES IT IS NECESSARY FOR A WIFE TO TELL OFF HER HUSBAND IN ORDER TO GET HER RIGHTS.	A	a	d	D
33.	STRICT DISCIPLINE DEVELOPS A FINE STRONG CHARACTER.	A	a	d	D

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
34.	MOTHERS OFTEN FEEL THAT THEY CAN'T STAND THEIR KIDS A MOMENT LONGER.	A	a	d	D
35.	A PARENT SHOULD NEVER BE MADE TO LOOK WRONG TO A CHILD.	A	a	d	D
36.	IF KIDS WOULD TALK LESS AND WORK MORE, THE WHOLE FAMILY WOULD BE BETTER OFF.	A	a	d	D
37.	A CHILD SHOULD BE TAUGHT TO ALWAYS COME TO HIS PARENTS OR TEACHERS RATHER THAN FIGHT WHEN HE IS IN TROUBLE.	A	a	d	D
38.	ALMOST ALL "BIG SHOTS" ARE OUT TO DO YOU HARM.	A	a	d	D
39.	PARENTS MUST EARN THE RESPECT OF THEIR KIDS BY BEING FAIR WITH THEM AT ALL TIMES.	A	a	d	D
40.	KIDS WHO DON'T TRY HARD FOR SUCCESS WILL FEEL THEY HAVE MISSED OUT LATER IN LIFE.	A	a	d	D
41.	PARENTS WHO START A CHILD TALKING ABOUT HIS WORRIES DON'T KNOW THAT SOMETIMES IT'S BETTER TO JUST LEAVE WELL ENOUGH ALONE.	A	a	d	D
42.	HUSBANDS COULD DO THEIR PART AROUND THE HOUSE IF THEY WERE NOT SO SELFISH.	A	a	d	D
43.	THERE IS SOMETHING WRONG WITH A CHILD THAT ASKS QUESTIONS ABOUT SEX.	A	a	d	D
44.	CHILDREN AND HUSBANDS DO BETTER WHEN THE MOTHER IS STRONG ENOUGH TO SETTLE MOST OF THE FAMILY PROBLEMS.	A	a	d	D
45.	PROBLEMS IN THE HOME HAVE EITHER YES OR NO ANSWERS TO THEM.	A	a	d	D
46.	LAUGHING AT CHILDREN'S JOKES AND READING THEM STORIES MAKES THE FAMILY RUN SMOOTHLY.	A	a	d	D
47.	THE SOONER A CHILD LEARNS TO WALK THE BETTER OFF HE WILL BE.	A	a	d	D
48.	IT DOESN'T DO ANY GOOD TO PLAN AHEAD BECAUSE YOU WILL JUST BE DISAPPOINTED.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
49. PARENTS MUST BE CAREFUL NOT TO TRUST MOST SCHOOL TEACHERS BECAUSE THEY ARE TOO EDUCATED.	A	a	d	D
50. PARENTS SHOULD DO THINGS THEY WANT TO DO RATHER THAN WHAT THE COMMUNITY SAYS THEY SHOULD.	A	a	d	D
51. A CHILD HAS A RIGHT TO HIS OWN IDEAS AND SHOULD BE ENCOURAGED TO TELL OTHERS ABOUT THEM.	A	a	d	D
52. A CHILD SHOULD BE PROTECTED FROM HARD WORK.	A	a	d	D
53. A WOMAN HAS TO DECIDE BETWEEN A WELL RUN HOME OR LOTS OF FRIENDS TO VISIT WITH.	A	a	d	D
54. FEW MOTHERS GET ANY THANKS FOR ALL THEY HAVE DONE FOR THEIR KIDS.	A	a	d	D
55. NO WEAKNESS OR PROBLEM CAN HOLD US BACK IF WE HAVE ENOUGH WILL POWER.	A	a	d	D
56. WHAT KIDS DON'T KNOW SURE WON'T HURT THEM.	A	a	d	D
57. NO MATTER HOW MUCH YOU ARE IN LOVE WITH YOUR HUSBAND, THERE ARE DIFFERENCES WHICH LEAD TO FIGHTS.	A	a	d	D
58. KIDS THAT HAVE FIRM RULES TO OBEY GROW UP TO BE THE BEST ADULTS.	A	a	d	D
59. IT'S HARD TO FIND A MOTHER WHO CAN BE NICE TO HER CHILDREN ALL DAY.	A	a	d	D
60. KIDS SHOULD NOT LEARN THINGS OUTSIDE THE HOME THAT MAKES THEM QUESTION THEIR PARENTS IDEAS.	A	a	d	D
61. THERE IS NOTHING WORSE THAN A CHILD THAT DOES NOT FEEL GREAT LOVE AND RESPECT FOR HIS PARENTS.	A	a	d	D
62. THERE IS NO GOOD REASON FOR A CHILD TO HIT ANOTHER CHILD.	A	a	d	D
63. CHILDREN SHOULD NOT ASSOCIATE WITH LEADERS OF THE SCHOOL.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
64. CHILDREN ARE TOO OFTEN MADE TO AGREE WITH THE PARENTS, AND THIS IS NOT FAIR.	A	a	d	D
65. PARENTS SHOULD TEACH THEIR KIDS TO GET AHEAD IN LIFE AND NOT TO WASTE TIME.	A	a	d	D
66. KIDS PESTER YOU WITH LITTLE UPSETS ALL THE TIME IF YOU AREN'T CAREFUL FROM THE FIRST.	A	a	d	D
67. WHEN A MOTHER DOES A POOR JOB WITH THE CHILDREN IT IS USUALLY BECAUSE THE FATHER WON'T HELP OUT.	A	a	d	D
68. SEX IS REALLY ONLY ENJOYABLE FOR THE HUSBAND.	A	a	d	D
69. A MOTHER HAS TO DO THE PLANNING BECAUSE SHE IS THE ONE WHO KNOWS WHAT IS GOING ON IN THE HOME.	A	a	d	D
70. PARENTS CAN BE DIVIDED INTO TWO GROUPS THE GOOD AND THE BAD.	A	a	d	D
71. PARENTS WHO ARE INTERESTED IN HEARING ABOUT THEIR KIDS PARTIES, FRIENDS, AND FUN HELP THEM GROW UP RIGHT.	A	a	d	D
72. THE SOONER A CHILD CAN BREAK FROM PARENTAL CONTROL THE BETTER OFF HE WILL BE TO HANDLE HIS OWN PROBLEMS.	A	a	d	D
73. PEOPLE THAT HAVE BIG PLANS FOR THE FUTURE ARE JUST FOOOLING THEMSELVES.	A	a	d	D
74. BEING A "GOOD" PERSON AND A FRIEND ON THE JOB MEAN MORE THAN "SKILL" IN THE JOB	A	a	d	D
75. WORK IS REALLY KIND OF FUN AND THE MONEY EARNED IS NOT REALLY AS IMPORTANT AS PEOPLE LET ON.	A	a	d	D
76. A CHILD'S IDEAS CAN BE USED WHEN MAKING FAMILY DECISIONS.	A	a	d	D
77. PARENTS SHOULD NOT ALLOW THEIR KIDS TO EXPERIENCE DIFFICULT SITUATIONS.	A	a	d	D
78. TOO MANY WOMEN FORGET THAT A MOTHER'S PLACE IS IN THE HOME.	A	a	d	D
79. KIDS SHOULD BE NICER TO THEIR MOTHERS SINCE THEIR MOTHERS SUFFER SO MUCH FOR THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
80. MOST PEOPLE DON'T REALIZE THAT HOW MUCH OUR LIVES ARE CONTROLLED BY SECRET PLOTS AND CROOKED DEALS.	A	a	d	D
81. PARENTS THAT LIKE TO HAVE THEIR KIDS LEARN NEW THINGS ARE ONLY ASKING FOR TROUBLE.	A	a	d	D
82. THERE ARE SOME THINGS THAT CAN'T BE SETTLED WITHOUT A FIGHT WITH YOUR HUSBAND.	A	a	d	D
83. MOST KIDS NEED MORE DISCIPLINE AND PUNISHMENT.	A	a	d	D
84. RAISING CHILDREN IS A HARD JOB.	A	a	d	D
85. THE CHILD SHOULD NOT QUESTION THE THINKING OF HIS PARENTS.	A	a	d	D
86. THE HUSBAND SHOULD BE THE LEADER AND THE AUTHORITY OF THE FAMILY.	A	a	d	D
87. CHILDREN SHOULD NOT BOX OR FIGHT WITH EACH OTHER BECAUSE IT MAKES THEM MEAN.	A	a	d	D
88. MOST OF OUR PROBLEMS COULD BE SOLVED IF WE COULD STAY AWAY FROM LEADERS AND BOSSES.	A	a	d	D
89. AS OFTEN AS IS POSSIBLE, THE PARENT SHOULD TREAT THE CHILD AS AN EQUAL.	A	a	d	D
90. A CHILD WHO IS BUSY ALL THE TIME WILL MOST LIKELY BE HAPPIER THAN A CHILD WHO SITS AROUND.	A	a	d	D
91. IF A CHILD SEEMS UPSET IT'S BEST TO LEAVE HIM ALONE AND NOT TALK ABOUT IT.	A	a	d	D
92. IF MOTHERS COULD GET THEIR WISHES THEY WOULD ASK THAT THEIR HUSBANDS BE MORE UNDERSTANDING.	A	a	d	D
93. BOYS AND GIRLS SHOULDN'T SEE EACH OTHER UNDRESSED.	A	a	d	D
94. THE WHOLE FAMILY DOES FINE WHEN THE MOTHER RUNS THINGS.	A	a	d	D
95. REASONS FOR KIDS BEHAVIOR AREN'T VERY IMPORTANT TO THE GOOD PARENT.	A	a	d	D
96. WHEN PARENTS HAVE FUN WITH THEIR KIDS, THE KIDS ARE MORE LIKELY TO LISTEN TO THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
97. A MOTHER SHOULD MAKE AN EFFORT TO TEACH HER CHILD TO TAKE CARE OF HIMSELF VERY EARLY IN HIS LIFE.	A	a	d	D
98. IT'S BEST TO THINK AHEAD ONLY AS FAR AS TOMORROW.	A	a	d	D
99. GOOD FRIENDS ARE FEW AND FAR BETWEEN.	A	a	d	D
100. I DO THINGS BECAUSE I WANT TO NOT BECAUSE SOMEONE TELLS ME TO.	A	a	d	D
101. WHEN A CHILD IS IN TROUBLE HE SHOULD BE ABLE TO TALK ABOUT IT WITH HIS FOLKS.	A	a	d	D
102. A CHILD SHOULD NOT BE MADE TO WORK IF HE DOESN'T WANT TO.	A	a	d	D
103. A GOOD MOTHER WILL HAVE ENOUGH FUN WITHIN THE FAMILY.	A	a	d	D
104. PARENTS THAT WANT THEIR CHILDREN TO GROW UP AND AMOUNT TO SOMETHING MUST KEEP AFTER THEM.	A	a	d	D
105. MORE PEOPLE GET AHEAD BECAUSE OF FATE OR CHANCE RATHER THAN BY WORKING HARD.	A	a	d	D
106. KIDS THAT GO OUT AND LEARN NEW THINGS ONLY COME HOME AND ASK STUPID QUESTIONS.	A	a	d	D
107. IN MANY CASES, DIVORCE OR SEPARATION IS THE ANSWER TO HUSBAND-WIFE PROBLEMS.	A	a	d	D
108. KIDS ARE REALLY HAPPIER UNDER STRICT TRAINING.	A	a	d	D
109. IT'S NATURAL FOR A MOTHER TO "BLOW HER TOP" WHEN KIDS ARE SELFISH AND DEMANDING.	A	a	d	D
110. THERE IS NOTHING WORSE THAN LETTING A CHILD HEAR CRITICISMS OF HIS MOTHER.	A	a	d	D
111. NOBODY REALLY EVER LEARNED ANYTHING IMPORTANT WITHOUT SUFFERING.	A	a	d	D
112. MOST PARENTS LIKE A QUIET CHILD MORE THAN A CHILD THAT IS "SCRAPPY."	A	a	d	D
113. NOWADAYS MORE AND MORE LEADERS ARE STICKING THEIR NOSE INTO MATTERS THAT AREN'T ANY OF THEIR BUSINESS.	A	a	d	D

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
114.	PARENTS AND CHIDREN SHOULD GIVE INTO EACH OTHER AS MUCH AS THEY CAN.	A	a	d	D
115.	THE SOONER A CHILD LEARNS THAT A WASTED MINUTE IS LOST FOREVER THE BETTER OFF HE WILL BE.	A	a	d	D
116.	KIDS USUALLY TRY TO KEEP YOU LISTENING TO THEIR TROUBLES BY MAKING UP STORIES.	A	a	d	D
117.	FEW HUSBANDS THINK THAT A MOTHER NEEDS SOME FUN ONCE IN AWHILE.	A	a	d	D
118.	A YOUNG CHILD SHOULD BE PROTECTED FROM HEARING ABOUT SEX.	A	a	d	D
119.	A MARRIED WOMAN KNOWS THAT SHE WILL HAVE TO TAKE THE LEAD IN FAMILY MATTERS.	A	a	d	D
120.	EVERYONE SHOULD HAVE COMPLETE FAITH IN SOME SUPERNATURAL POWER WHOSE DECISIONS HE OBEYS WITHOUT QUESTIONS.	A	a	d	D
121.	WHEN THE FAMILY DOES THINGS TOGETHER, KIDS FEEL CLOSE TO YOU AND CAN TALK TO YOU EASIER.	A	a	d	D
122.	A CHILD SHOULD BE TAKEN AWAY FROM THE BOTTLE OR BREAST AS SOON AS POSSIBLE.	A	a	d	D
123.	THE MAIN GOAL OF A PARENT IS TO SEE THAT THE KIDS STAY OUT OF TROUBLE.	A	a	d	D
124.	PEOPLE WHO DON'T SUCCEED IN LIFE GET JUST WHAT THEY DESERVE.	A	a	d	D
125.	WORK IS A WAY OF LIFE AND IT SHOULD HAVE REWARDS OTHER THAN MONEY.	A	a	d	D

TENNESSEE
SELF CONCEPT SCALE

by

William H. Fitts, PhD.

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NAME_____

TRAINERS NAME_____

Underline the statement that describes your opinion:

1. This project to help new day care home providers has been

very helpful
helpful
so-so
bothersome
harmful

2. The materials I recieved were

very helpful
helpful
OK
boring

3. The subjects I learned about were

First Aid
Meal Planning
Record Keeping
Legal Responsibilities
Health & Safety of Children
Equipment & Supplies
Activities for Children
Discipline Techniques
How to work with parents
Outdoor Play
List Other _____

4. I have recieved approximately

0 hours of help
2
5
10
15
25

Please comment on any ideas, criticism, suggestions, etc.